

Special Educational Needs Policy

Lydbrook Primary SCHOOL (including Robins Nursery)

Revision Record of Published Versions

Author	Revision Date	Version	Status
Lydbrook Primary	January 2015	1.0	Reviewed and updated by staff
	January 2018	2.0	Reviewed and updated by staff
	March 2018	3.0	Approved by FGB – 21.03.18

SPECIAL EDUCATIONAL NEEDS [SEND] POLICY

Every teacher at **Lydbrook Primary School** is a teacher of pupils with SEN and therefore teaching such children is a whole school responsibility.

The School adheres to the SEN Code of Practice 2014

The School is totally inclusive and we welcome all children. Where a child has a recognised special need or disability we will make all reasonable adjustments to accommodate their needs in school.

Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEN. Teachers will have high expectations of pupils with SEN and their rate of progress will be in line with expectations. The aspiration is that these pupils will make greater than expected progress in order to close the gap between themselves and their peers.

The Government Department for Education makes it clear in the SEN Code of Practice that SEN should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEN.

First step provision for pupils who may have SEN is through high quality class teaching, differentiated appropriately for individual pupils. Teachers will provide a careful balance of differentiated lessons. Lessons will be differentiated by task, or by outcome or by additional support as required to meet the needs of the individual pupil.

Identifying Pupils with Special Educational Needs:

Some pupils, despite high quality class teaching, do not make sufficient progress. The class teacher will discuss their concerns with the school's Special Educational Needs Coordinator [SENCO]. Together they will consider a holistic approach improve outcomes for a pupil and discuss these with the parents. All factors should be taken into consideration that may be preventing a child from making progress. The best approach is to make appropriate adjustments to meet the pupil's needs and monitor closely over time. The

Approved March 2018

procedure for identifying pupils with SEN is as follows: **Assess - Plan - Do - Review**. Following a review, if the difficulties continue then the child should be considered for being placed on the school's SEN register. Discussions with the parents must take place and parents must be informed if their child is placed on the SEN register. The school will inform the parents of the additional support and interventions being put in place.

When identifying a pupil's particular area of special needs, the teacher and SENCO will identify this together using the Local Authorities guidance.

The four broad areas of special needs are:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

Provision for pupils with SEND:

Most pupils with SEN will receive the majority of their learning through high quality class teaching appropriately differentiated to meet their needs.

The class teacher and the SENCO will be responsible for tracking the progress of SEN pupils and Pupil Progress meetings will include discussion around the progress of SEN pupils.

Some pupils with SEN may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be "*additional to and different from*" normal provision within the class. However additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement and not interrupt high quality class teaching.

Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the school's Special Educational Needs Coordinator [SENCO].

Most targeted interventions will be provided by a qualified teaching assistant.

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEN.

The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the pupils with SEN are being appropriately targeted to make progress.

A small number of pupils with SEN may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENCO will consider requesting professional advice from external support agencies which include Advisory Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services.

A minority of pupils with complex SEN may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority, who may

Approved March 2018

issue an **Education, Health and Care Plan**. The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEN and the Educational Psychologist and/or Advisory Teacher.

For those pupils with an **Education, Health and Care Plan [EHC]** the Local Authority and the school will ensure that the pupil's complex needs met in accordance with the EHC Plan.

Pupils with the old style Statement of SEN will have these changed into an EHC Plan on a graduated bases as advised by the Local Authority.

In very exceptional circumstances the school, despite every effort, may find themselves in the position of being unable to meet the needs of a pupil with complex special needs within our mainstream setting. In this situation the school will discuss a way forward with parents, professionals from the support services and the Local Authority supporting the **Education, Health and Care [EHC] Plan**. This may involved considering an alternative more appropriate school placement. The centre of these discussions will revolve around what is best for the child. However the parents make the final decision on this matter.

Assessment, Tracking and Provision Mapping:

Monitoring of the additional targeted interventions will be ongoing.

To measure progress SEN pupils are likely to be assessed more frequently and their progress closely tracked. This will enable the targeted interventions to be adjusted appropriately.

Mapping of the provision in place for pupils will be managed by the SENCO.

Partnership with Parents:

The school encourages all parents to attend consultations with their children's teachers to support their child's learning. These consultations are an opportunity for school staff involved to listen to the parents as well as share information. When all the adults work together as a team to support a child's learning their progress increases. For children with the highest special needs additional meetings will be offered in the form of Structured Conversations. The parents' contribution to a Structured Conversation is very important. The outcomes of a Structured Conversation will be recorded on a Target Passport.

Pupils with an Education, Health and Care plan are required to have an annual review to which the parents, teacher, teaching assistant, external professionals and pupil are invited to attend.

Parents with children who have an Education, Health and Care Plan will have multi agency support with managing their personal budget to meet their child's needs provided through the Plan.

School Care Plans: Pupils with Physical and Medical needs do not necessarily have special educational needs. The school will draw up a Care Plan, in consultation with the parents, to support their child's needs.

The Local Offer: The Local Authority will make available a Local Offer which will guide parents of pupils with special needs to the local services available which can offer support.

The School Offer: Parents will be provided with information on what support the school can offer for pupils with special educational needs and disabilities.

Transition Reviews:

The SENCO will set up transition meetings with pre-school settings and secondary schools to ensure a smooth transition for SEN pupils.

Training for Staff CPD:

All staff will receive training in the various areas of special educational needs, which will be on a priority basis.

Children in Care:

If the Designated Teacher for Children in Care not the SENCO, that teacher must work very closely with the SENCO.

Bullying: Parents of children with SEN worry that their child may be vulnerable to bullying. On the rare occasion of this happening, the school will deal with any evidence of genuine bullying swiftly and effectively.

Governor for SEN:

The school has a designated governor for SEN who will meet regularly with the SENCO to discuss the needs and provision of SEN pupils as well as discussing progress data.

Name of Designated SEN Governor: Michelle Knight

Review of Policy

This Policy is scheduled for review by the Governing Body on a 2 yearly basis or as and when there are changes in legislation or guidance relating to this Policy. Comments from staff, parents and members of the public on this Policy and its implementation are welcome and can be addressed to:-

Chair of Governors, Lydbrook Primary School.

SignedT.Roberts.....Chair of Governors

SignedS Lusted Headteacher

Date: 21st March 2018

Review Date: March 2020

SignedChair of Governors

Signed..... Headteacher

Date: